

First Mondays

Monthly Notes for Virginia's Adult Education Providers

March 2, 2015

Calendar

**Regional Program
Managers and EL/Civics
Program Managers
Meeting**

**March 24-25
Stonewall Jackson Hotel
and Conference Center
Staunton**

IEL/Civics Symposium

**April 9-10
Wyndham Virginia
Crossings Hotel and
Conference Center
Glen Allen**

CCRS Update: College and Career Readiness Resources on the VALRC Website

By Hillary Major, VALRC

The Resource Center has launched a resource page for the *College and Career Readiness Standards for Adult Education* at:

<http://valrc.org/resources/ccrs.html> (From our homepage, click "Resources" in the top menu bar and select "CCRS.")

You'll find a link to [the standards document](#) and [a chart showing how VALRC's current ABE and ASE training address the CCRS](#). As new trainings are developed by the Resource Center, this alignment will be updated.

Because there are not yet many quality online resources specific to the CCRS and adult education, you'll find several resources that are built around the Common Core State Standards, designed for and in use by many K-12 systems. While resources targeted at the Common Core will need some adaptation for use with adults, they provide many strong examples of lessons created with college and career readiness in mind, built around complex texts (sometimes available online) and real-world, multi-step math problems.

Tip: Following the leveled standards in the CCRS, you'll find references in parentheses to the corresponding Common Core State Standards. (For example, RST.6-8.1 refers to Common Core Reading Scientific and Technical Texts Standard 1 for Grades 6-8, while 1.G.2 stands for Grade 1, Geometry domain, Standard 2.) These references can be particularly helpful when re-purposing K-12 materials for use in adult education contexts. See page 12 in the CCRS blue book for a key to the Common Core ELA abbreviations and page 47 for a key to the Common Core math standards.

Coming soon: A three-module, self-paced online introduction to the CCRS is in development; VALRC hopes to debut this short course through Knowledge Center in late March.

WIOA

Resources for WIOA
Information

[OCTAE](#)

[Department of Labor](#)

[National Skills Coalition](#)

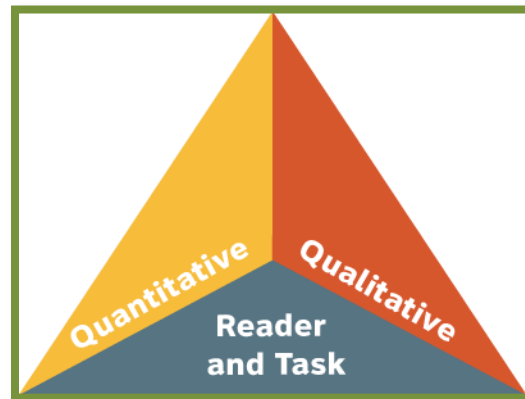
First Mondays cont.

March 2015

English Language Arts/Literacy and the CCRS: What Do We Mean When We Talk about Text Complexity?

“Text complexity” is at the heart of the ELA standards in both nonfiction and literature. This key advance puts the emphasis on presenting students with texts that are worth reading, re-reading, writing about, and discussing in class. According to some research, the ability to read complex text is the greatest single predictor of college or career success.

The nuances of text complexity could be discussed at length, but at a fundamental level, it may be helpful for educators to think of text complexity as made up of three core elements:



1. Quantitative measurement refers to the aspects of a text that a computer can “see” and measure – aspects such as word or sentence length. Teachers may be familiar with quantitative scales like Lexile or Flesch-Kincaid scores that analyze texts and sort them into grade-level categories. (Microsoft Word will calculate the Flesch-Kincaid score of a document; so will websites like Readability-Score.com.)
2. Qualitative measures look at text features best judged by human evaluation such as structure, word choice, and knowledge demands. An essay that requires the reader to make inferences about the main idea or transitions between ideas is more complex than a news article that states the main idea clearly and uses signal words. Figurative or technical language can make a text more complex.
3. The third aspect of text complexity refers to what the instructor does with this text to help students read and understand it. A teacher may use professional judgment to provide scaffolding (such as videos or easier reading

GED® Stats

2015

GED accounts – 3,499

Test takers – 1,241

Completers – 357

Passers – 259

State pass rate - 73%

National pass rate - 61%

First Mondays cont.

March 2015

selections on a related topic) before starting a complex text; the teacher can also adjust the task by asking more difficult questions about easier reading passages or asking simpler questions when first introducing a complex passage.

In short, teachers should use professional judgment to choose texts that will challenge students in different ways. The CCRS recommends that teachers use a quantitative measure to roughly decide whether a reading passage is appropriate for their students' skill level and then consider qualitative measures to help decide when and how to introduce the text in class. More information on text complexity can be found in Appendix D of the CCRS document (pages 117-118). The Resource Center's Introduction to the ELA College and Career Readiness Standards includes about 90 minutes of training and activities that focus on text complexity and how teachers can use text-dependent questioning to help learners engage with and comprehend complex reading materials.



Knowledge Center is now active as VALRC's learning management system. To log into the VALRC Knowledge Center domain (KC) navigate to:

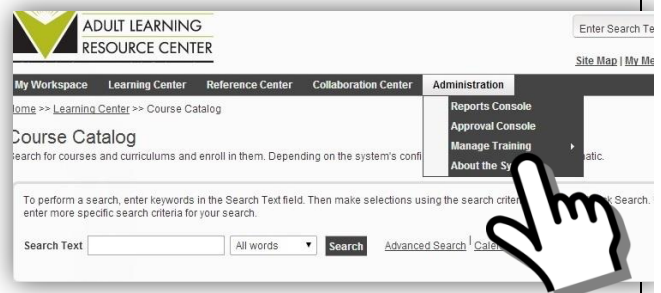
https://covkc.virginia.gov/valrc/Kview/CustomCodeBehind/Customization/Login/COV_Login.aspx

Using Instructor Tools

You can use Instructor Tools to view course rosters, send emails to a class, and mark attendance for training you facilitate.

Navigate to
Administration

Click Manage
Training





Resources for
GED® 2014 Information

[Virginia's GED® Web site](#)

[VALRC](#)

[Online Forum for Virginia's](#)

[2014 GED® Instructors](#)

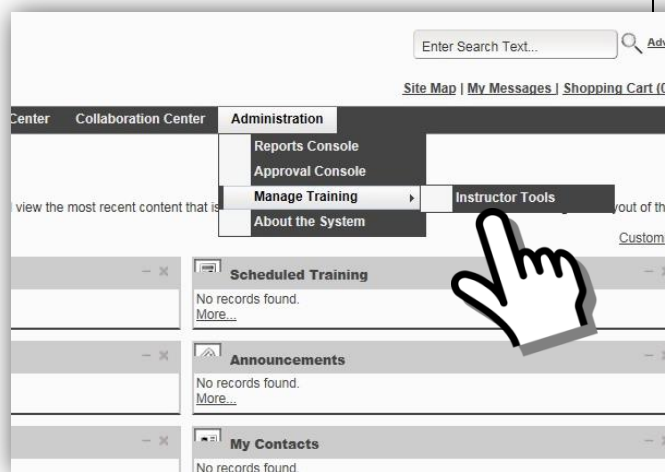
[GEDTS](#)

[OAEL](#)

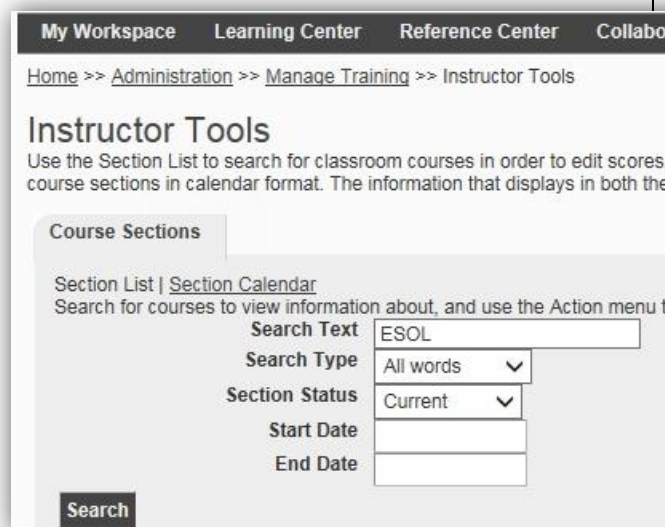
First Mondays cont.

March 2015

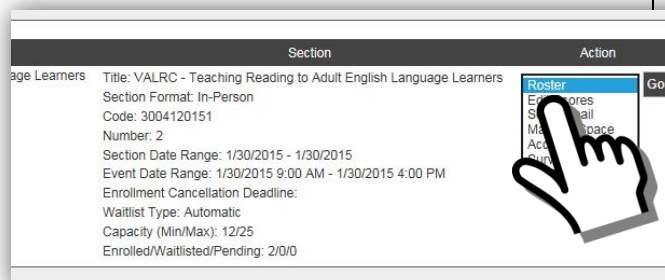
Click Instructor
Tools



Search for the course you are facilitating. Use Current or Date Range. Enter a start and end date if you choose Date Range. Click Search. You can also use the Section Calendar view to select by date.



To view the roster, click Roster.



Money Matters

Reminder: Final reimbursement requests for approved technology purchases are due by April 17, 2015.

A significant number of AEFLA funded programs still have unspent reallocation funds from 2013-2014. As you begin to prepare your third quarter AEFLA reimbursement requests, please deplete 2013-2014 funds before requesting reimbursement of 2014-2015 funds.

First Mondays cont.

March 2015

Use this option to keep current on registration. You can also email individual participants using this feature.

Roster

Use the Section List to search for classroom courses in order to edit scores, view the roster, send emails and perform other actions. Use the Section Calendar to view the classroom course sections in calendar format. The information that displays in both the Section List and Section Calendar depends on your permissions.

Export to Excel | Export to PDF

View the list of enrolled and waitlisted users (if any). For the waitlist, you can also add users, change the order of the users, and remove users.

Course Title: VALRC - Teaching Reading to Adult English Language Learners
 Section Title: VALRC - Teaching Reading to Adult English Language Learners
 Section Code: 3004120151
 Section Number: 2
 Section Format: In-Person
 Maximum Capacity: 25
 Enrolled / Waitlisted / Pending: 2/0/0
 Section Date Range: 1/30/2015 - 1/30/2015
 Event Date Range: 1/30/2015 9:00 AM - 1/30/2015 4:00 PM

Enrolled Users	Records found: 2									
Section Number	Name	Email	Attendance	Progress	Score	User	Location	Credit Hours	Duration Hours	Action
2	Participant@gmail.com	Participant@gmail.com	Not Started					0	0	Send Email
2	Teacher@k12.va.us	Teacher@k12.va.us	Not Started					0	0	Send Email

Waitlisted Users
 There are no users on the waitlist.
 Removed Users
 There are no users removed from this section.

Buttons: Return, Save

To email the entire class, from the Roster screen, click Send Email. Compose your email and click send. Your email will be sent to everyone on the roster.

Section

Age Learners: Title: VALRC - Teaching Reading to Adult English Language Learners
 Section Format: In-Person
 Code: 3004120151
 Number: 2
 Section Date Range: 1/30/2015 - 1/30/2015
 Event Date Range: 1/30/2015 9:00 AM - 1/30/2015 4:00 PM
 Enrollment Cancellation Deadline:
 Waitlist Type: Automatic
 Capacity (Min/Max): 12/25
 Enrolled/Waitlisted/Pending: 2/0/0

Action

Roster
 Edit Scores
 Send Email
 Manage Space
 Access
 Survey

After training is completed, you are responsible for marking attendance.

To mark attendance, from the Roster screen, click Edit Scores

Section

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OAEL

Phone: 804-225-2053

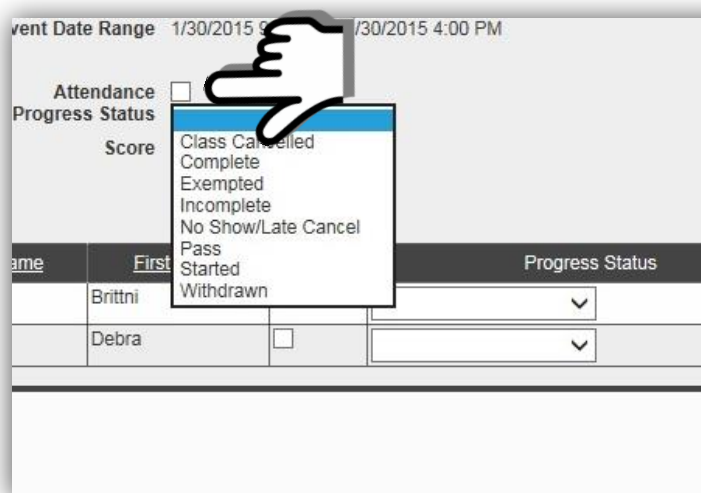
Fax: 804-225-3352

Please visit the [OAEL Web site](#) for more information about adult education and literacy in Virginia and for news and updates throughout the month.

First Mondays cont.

March 2015

Select
*Complete if a participant attended. To change everyone's status to the same, click the Attendance box at the top. Select the Progress Status. Click Apply



Event Date Range 1/30/2015 9:00 AM - 2/30/2015 4:00 PM

Attendance ☐
 Progress Status
 Score

Name	First	Progress Status
Brittini		
Debra		

To change individual statuses, use the drop downs next to the individual participants to change their statuses.

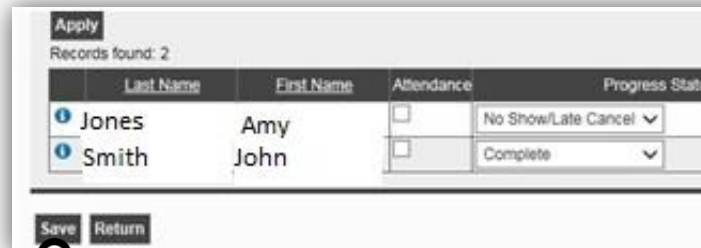


Apply
Records found: 2

Last Name	First Name	Attendance	Progress Status
Jones	Amy	<input type="checkbox"/>	No Show/Late Cancel
Smith	John	<input type="checkbox"/>	Complete

Save Return

You must click Save for your changes to go into effect.



Apply
Records found: 2

Last Name	First Name	Attendance	Progress Status
Jones	Amy	<input type="checkbox"/>	No Show/Late Cancel
Smith	John	<input type="checkbox"/>	Complete

Save Return